EDUCATION QUALITY IMPROVEMENT BY E-LEARNING TECHNOLOGY

# **30IB3LT**

WORKSHOPS 2007-2008 PROCEEDINGS

### 3rd

POLICY WORKSHOP ON PEDAGOGICAL OPPORTUNITIES OF E-LEARNING

Zagreb, October 25-26, 2007

### 2nd

WORKSHOP ON EARNING SUPPORT CENTERS

Zagreb, April 2-4, 2008

WORKSHOP ON COURSE DEVELOPMENT IN E-LEARNING ENVIRONMENT

Rijeka, September 25-26, 2008



Tempus





### **WORKSHOPS 2007-2008 PROCEEDINGS**

Editors: Zoran Bekić (Editor-in-Chief) Sandra Kučina Softić





### Tempus

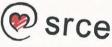
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## **JOIB3LT**

## TEMPUS JOINT EUROPEAN PROJECT UM\_JEP 19105-2004 EDUCATION QUALITY IMPROVEMENT BY E-LEARNING TECHNOLOGY

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c. Csanyi

12.14. GOTTFRIED CSANYI:
PROMOTION AND SUPPORT OF TECHNOLOGY ENHANCED LEARNING —
STRENGTHS AND WEAKNESSES OF A BOTTOM-UP STRATEGY

### Promotion and Support of Technology Enhanced Learning

Strenghts and Weaknesses of a Bottom-up Strategy

Gottfried S. Csanyi E-Learning Centre, Vienna University of Technology

This presentation is available for download at http://eqibelt.srce.hr/workshops/zagreb\_2/agenda.html

### G (san)

#### Overview

Topics of this Presentation

- 1. Technology enhanced teaching @ VUT
- 2. Didactic support for TET @ VUT
- 3. Experiences since 2006
- 4. Analysis of activities and needs
- 5. Information and mobilization
- 6. summary

Serve III

4th Aoril 2008 / 2

- · Quotation of Ilonas presentation:
- Some teachers are learning autodidactically – others are coming to us and asking us.

Samon TÜ

### Didactic Support of TET @ VUT

- · Well elaborated & established support structures
- reached the early adopters but not the average teachers
- Need to change strategies
  - Either on management level: top-down approach (= not yet realistic )
  - Or on level of support center: individual communication – we have to learn more about our traget groups

- <u>1</u>

4th April 2008 / 4

### Topic 1

Technology Enhanced Teaching @ VUT

and Tu

### TET@VUT: Policy

#### Basic Courses: slight obligation for TET

- · have to have a representation in TUWEL
- · BUT: no controle or sanctions
- · particularly quality of courses is not controlled

#### All other courses: individual decision

- it is up to individual teachers if they use TUWEL, any other ICT tools, or none of them
- · no benefits for quality except E-Learning Award

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### TET@VUT: Statistics (after 2 years)

- About 170 courses in TUWEL/Moodle the central supported LMS
- Unknown number of other courses using
  - Weblogs
  - Wikis
  - Homepages
  - TUWIS++

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## E-Learning - what for?

### Organisation of courses and learning process

- Presentation of content / learning materials
- Offering simulations and games
- Stimulation of learner's activities
- Facilitation of learner's collaboration
- Communication between teachers and learners / learners and learners
- Feedback and answers to learners

### Assessment of learner's achievements

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### Moodle based courses @ VUT

Many electronic supplements of traditional courses: "PDF-repositories"



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### Moodle based courses @ VUT

Some blended learning courses: face-to-face meetings AND some self-directed learning

some self-directed lear	ning
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### Moodle based courses @ VUT

None E-Learning in pure form:

courses without any face-to-face elements

(as far as we know)

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Topic 2

Didactic Support for TET @ VUT

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### **Didactic support for TET**

#### Definiton

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- · all activities helping teachers
  - to successfully apply information and communication technology
  - for planning, developping, organizing, delievering, and evaluating courses
  - of high quality
- referring to handling of ICT, didactics and organisation

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### Wide spectrum of support services

- · Online FAQs
- · Short explanations
- · Online articles
- · Helpdesk (telephone, e-mail)
- · Individual counselling / coaching: LMS and other tools, organisation of online courses, educational design, learning material ... Individual
- · Support for generating projects

Qualification of teaching staff: workshops | Planned |



### Support philosophy

- For every question immediately the right answer in terms of
  - length
  - abstraction level
  - details
  - complexity
  - scope
  - time consumtion
- So far the theory ;-) (we'll come to that later)



### Didactic support @ VUT

#### **Basic questions**

- · What are the best methods to design a technology enhanced course (according to my LOs)?
- Which ICT tools are available to realise my didactical ideas?
- How can I create high quality content for TEL?
- How can I apply chosen tools in an effective and efficient way?

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### Didactic support @ VUT

### **Our Policy**

- Support whatever is possible
- · But: concentrate on efficient solutions
- Main teaching strategy: Blended Learning
- Main goals: fostering
  - development of competencies
  - by active and
  - selfdirected learning

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### Support questions & services

#### Question

 What are the best ideas for designing a technology enhanced course covering my particular goals?

### Support services: didactical

- Workshops
- · Personal consultation
- E-Learning Impulses / E-Learning Day





### Support questions & services

#### Question

How to create high quality content for TEL?

### Support services: content creation

- Workshops
- Personal consultation
- TUWEL course



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### Support questions & services

### Question

Which ICT tools are available to realize my didactical ideas?

## Support services: technical

- Workshops
- E₌Learning Impulses / E-Learning Day
- Helpdesk
- Personal consultation

Thoodle

, TUWEL features course

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### Support questions & services

#### Question

· How can I apply the chosen tools in an effective and efficient way?

#### Support services: technical

- Helpdesk
- · Personal consultation
- Workshops

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### Topic 3

### Experiences since 2006

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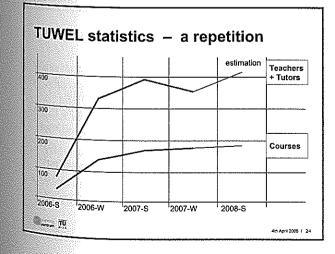
### TUWEL statistics - a repetition

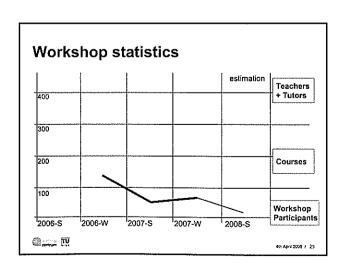
	Courses	Teachers (incl. Tutors)	Students
2006-S	45	86	1.828
2006-W	141	334	3.478
2007-\$	166	392	5.219
2007-W	169	347	6.993

Unfortunately no quantitative information about other forms of technology enhanced teaching

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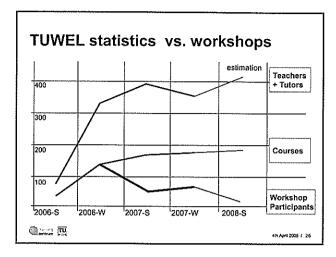


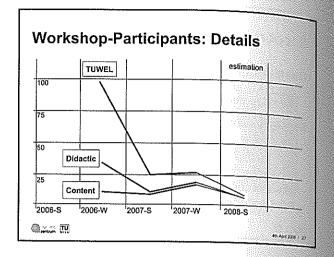
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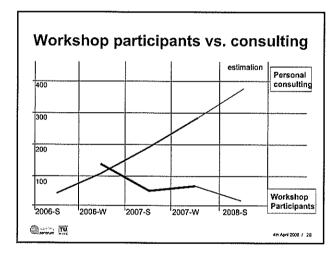
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### Summary: Experiences

- Helpdesk and personal consultation are more frequented over the time
- Workshops and information events (E-Learning Impulses / E-Learning Days) are less frequented now than two years ago

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### Summary: Hypotheses

- Teachers (= customers) want and need answers and solutions HERE & NOW
- Teaching is a completely private sphere:
   Tooth Brush Syndrom: Teachers would rather share their tooth brush than information about their courses!
- The majority of teachers wants to find out by themselves, how "E-Learning" works
- · Early adopters are different from average teachers

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### Digression: Early adopters

#### Are

- predominantly very engaged in the personal development of their students (an assumption)
- performing high quality teaching with or without "E-Learning" (an experience)
- often accepting or even asking for professional help (e.g. from support centers)
- · Mostly conscious of their problems with teaching

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### Digression: average teachers

#### Are

- predominantly interested in their own personal development / academic carreer (an assumption)
- seldomly accepting or asking for professional advice and support (see the tooth-brush syndrom)
- less conscious of their own and their students' problems with teaching / courses

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### **Summary: Conclusions**

- Our formal support offers (information events, workshops) do not exactly meet the real needs of all target groups
- We will have to restucture our support offers according to the needs of our target groups
- That means to switch from the interests of early adopters to the needs of average teachers

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### Summary: Resulting agenda

- · Analyze the
  - really existing teaching activities (beyond using TUWEL)
  - and individual needs and interests –
    particularly of average teachers (instead of
    early adopters)
- Intensify communication with teachers, students, and managers on an informal level

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### Topic 4

### Analysis of Activities and Needs

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### Analysis of activities and needs

### Research Questions (I)

- Who practices technology enhanced teaching
  - how many teachers,
  - at which faculties and institutes,
  - on which hierarchical level?
- Who would like to practice TET but feels or is handycapped – and by what?
- What are teachers actually doing when technology enhanced teaching?

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### Analysis of activities and needs

#### Research Questions (II)

- Where are teachers satisfied with their results vs. what would they like to improve?
- Where are students satisfied with courses vs. what do they want to be improved?
- Which kind of support do teachers (and students) factually expect from a support center like the ELC

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### Analysis of activities and needs

#### Methods

- · Informal talks with teachers and students
- Formal interviews (semistructured) with teachers and students
- · E-mail survey (open questions)
- · Planning for the future (optional)
- · Online survey (representative)

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### Analysis of activities and needs

First Results (Produced by an e-mail survey among appr. 1000 students with open questions)

- Some teachers have good TEL-concepts, but lack technical knowledge and skills to realize them effectively.
- Many of them learn how to teach only by trial and error – they do not ask for support.
- Little input (support) could result in valuable improvements

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### Analysis of activities and needs

#### Open questions

- What are the reasons for this situation (compare the assumptions and hypotheses mentione before)
- How could this dissatisfactory situation be changed?

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### Topic 5

Information and Mobilization

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### Information & mobilization

### Urgent agenda

- Talks on an informal individual level
- Communication on a formal level
  - Individual (see research activities)
  - Institutional: university management individual faculties

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#### Information & mobilization

- · Information events
  - E-Learning Impulse (every two months)
  - E-Learning Day (once a year)
- · and workshops

will only be successful on the basis of successful informal communication and confidence building (an other assumption)

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### Didactic Support of TET @ VUT

- · Well elaborated & established support structures
- reached the early adopters but not the average teachers
- Need to change strategies
  - Either on management level: top-down approach (= not yet realistic)
  - Or on level of support center: individual communication – we have to learn more about our traget groups

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Thank you for your attention

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